



## **PART I – ELIGIBILITY CERTIFICATION**

---

**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

---

All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 2 High schools
  - 2 K-12 schools
- 7 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	32	38	70
10	37	41	78
11	29	33	62
12	39	31	70
<b>Total Students</b>	137	143	280

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 1 % Asian
  - 3 % Black or African American
  - 0 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 93 % White
  - 3 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 33%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	46
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	52
(3) Total of all transferred students [sum of rows (1) and (2)]	98
(4) Total number of students in the school as of October 1	299
(5) Total transferred students in row (3) divided by total students in row (4)	0.328
(6) Amount in row (5) multiplied by 100	33

7. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL  
 Number of non-English languages represented: 0  
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 50 %  
 Total number students who qualify: 139

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 45 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 22 %  
59 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>15</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>22</u> Specific Learning Disability
<u>24</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	10
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 13:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	93%	93%	92%	92%	90%
High school graduation rate	86%	86%	91%	88%	83%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	67
Enrolled in a 4-year college or university	39%
Enrolled in a community college	9%
Enrolled in career/technical training program	3%
Found employment	11%
Joined the military or other public service	19%
Other	19%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: The mission of the Warren County School District is to educationally empower all students to think critically and solve problems through a rigorous curriculum that will provide them with the skills necessary to graduate and pursue a career of their interest.

## **PART III – SUMMARY**

---

Youngsville High School is a small school, situated in rural Warren County, PA and is one of four high schools in the Warren County School District. It is a true high school, housing grades 9-12. Approximately 300 students attend YHS. Our school colors are red and white. We consistently demonstrate passionate protectiveness to our school mascot, the eagle.

On the western side of the County, Youngsville has several small businesses and a few larger ones. Youngsville was once an economically thriving community, but Warren County has seen a decline in factory related businesses that has left some families in need. As a result, YHS is comprised of approximately 50% of our student population designated as economically disadvantaged. However, Youngsville remains a closely knit community with a majority of its residents living within the borough lines. There are many smaller communities surrounding Youngsville that are part of this attendance area as well. Overall, there is a strong sense of community pride and a rich history in this little town, with an active alumni association and unified sports booster group. YHS has long since been the community's common thread as many of our students, parents, and grandparents have graduated from this school. Thus, many traditions have continued in the school that may otherwise have been passed by a larger school population. The students of YHS are unique in that they enjoy the outdoor activities that a small town can provide, but many are quick to realize that there is much more to this world that they might want to explore. At YHS, the administration, faculty, and staff have made it our shared goal to ensure that the education that we provide to our students will help them to be successful with their next step beyond high school.

At YHS, students are challenged to develop their full potential both in and out of the classroom. To accomplish this, YHS has a rigorous and diverse curriculum that ranges from Advanced Placement, dual enrollment, college preparatory, applied academics, and vocational career center programs. This rich selection is available to meet the individual needs of our students. We are in the second year of providing all full-time high school Emotional Support and Autistic Support educational services for Warren County. We also house two Head Start programs for our local children. These programs are a mutually beneficial service in that we become tolerant, more worldly and compassionate. Teachers at YHS have been here a number of years and provide a "family-like" atmosphere that is conducive to student success. We genuinely share the philosophy that all students can learn. The economic issues are prevalent, but the faculty seems to know how to work with our kids and provide the supports that they need to succeed. We are fortunate that our discipline issues are not overwhelming. Being part of the small community is helpful in that we can contact parents and work with them if a problem does arise. This has been a key to avoiding major issues before they could become potentially disruptive to the overarching positive climate. Our students are wholesome kids who typically do not get into trouble. We do have to overcome some barriers to education that a larger school may not experience. Being a smaller high school, we must be creative in master scheduling and elective course offerings. This is not to say that we lack choices in electives, but that we must be creative in cycling elective courses throughout a student's high school career. Sometimes, we utilize our District's Virtual Academy to provide classes of particular interest to our students as needed. Additionally, some of our students will take a course through independent study with a teacher if it will not fit into their traditional schedule.

We have several academic and social clubs and organizations that provide a sense of belonging and unity within the school setting. Some of these organizations, like National Honor Society and Student Council, provide students with an opportunity to lead and to practice democratic skills. Another service club, Frontline, provides an opportunity for our juniors to mentor and lead the freshmen through their first year as high school students. Our media clubs, Eagle's Eye (televised morning announcements) and The Broadwalk (school newspaper) provide a wealth of real world experiences. Athletically, we have 11 sports to challenge the minds and bodies of our students and teach valuable lessons on teamwork, collaboration, sportsmanship and work ethic. For the sports teams that do not attract sufficient interest, our students may join a cooperative agreement with one of our other high schools in Warren County.

YHS has begun to implement School Wide Positive Behavior Intervention Support (SWPBIS) as an attendance area initiative to recognize positive behaviors within the school setting. This framework

emphasizes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school culture and environment. The purpose is to foster a climate where appropriate behavior is the expectation from all students in all areas of their school day. It supports the individual needs of the school by targeting the identified areas within the school. Taking ownership of their school will provide them with valuable leadership and team building skills. It is an anchor to improve all of our school initiatives.

## **PART IV – CURRICULUM AND INSTRUCTION**

---

### **1. Core Curriculum:**

All of Warren County shares a unified and aligned planned course of instruction for each course that is taught to the students that attend this School District. Teaching strategies and methodologies are shared between the schools for the best learning experiences possible. Although YHS has a small faculty, they have multiple opportunities to develop professionally with colleagues both in the building and from the other three high schools. Our curricula are up to date and developed in accordance to Common Core Standards and standardized testing requirements. During these courses, instruction also begins to prepare students for the state-mandated Keystone assessment in Biology. Material is presented in each of the modalities visually, auditory, and in hands-on activities.

Youngsville High School English curriculum has developed a comprehensive, consistent, and synergistic system where Language Arts instruction is a top priority. In our positive classroom environments, reading skills and strategies are taught effectively and efficiently in a systematic and integrated manner. Reading instruction is taught consistently and explicitly via phonemic awareness, phonics, fluency, word recognition, spelling, and comprehension. Therefore, ninth through twelfth graders understand that reading is a meaningful text that integrates communication and writing activities. In Social Studies, teachers utilize Study Island data as students take the English Composition Keystones to inform instruction.

Social studies teachers access the scores and can view individual or whole group results to see how we can use our curriculum to remediate non-fiction skills. Specific areas we focus on are: textbook structure (THIEVES), context clues (vocabulary), charts/graphs; guided readings (pull main ideas & students summarize to answer the Essential Questions). Differentiated instruction strategies are used to allow for student choice when it comes to applying knowledge; for example, Tic Tack Toe choices, and Think-Pair-Share. Use of Learn 360 videos allow visual/auditory learners to see/hear what has been read from the textbook. Web Quests allow students to search for information that extends textbook information. Review games allow quick recall of information to prepare for upcoming assessments. Teaching of test taking skills assists students with multiple choice response strategies. Student groups work together to complete a quiz; students discuss responses and “defend” the correct choice or persuade others to choose the response they feel is correct.

Youngsville Mathematics curriculum was developed to help our students find success without sacrificing content. For students who have a history of struggling in math we have created a course sequence that moves at a slower pace giving students more time to work on foundational skills. This is done by taking Algebra IA and B; thus working on the content over a 2 year period followed by Geometry and a math finance course. For college bound students we offer a traditional course sequence of Algebra I CP, Algebra II CP, Geometry CP and a 4th year option of Trigonometry, Statistics or Pre-calculus depending on their college plans. For an academic student with an interest in the fields of mathematics we have an honors course sequence of Algebra II, Geometry, Pre-calculus and AP Calculus. Students enrolled in the honors courses, Pre-calculus, and AP Calculus also have the opportunity to earn college credit for the courses through the University of Pittsburgh at Bradford through their College in High School program. In addition to placing students in the appropriate course sequence we offer programs that help students find success in their class. These include homeroom remediation groups, a retest policy, peer tutoring, and after school tutoring.

Youngsville High School’s core curriculum in Science begins with Earth Science/Environmental Science introductory science course in ninth grade. During the Earth and Environmental introductory courses material is taught in a structured fashion emphasizing science as a process rather than rote memorization. The curriculum continues with Biology in tenth grade, Chemistry in eleventh grade and Physics during their senior year. Every student must complete all 4 courses to graduate, and all of the science courses offer a college preparatory level that may be chosen by the student. As students’ progress through the curriculum, classes shift from self-contained subject-specific presentations, with emphasis on study-skills and organizational skills, to broader, more complex topics that rely upon cross-curricular advancement, such as

the integration of mathematics and writing skills. Additionally, our students enjoy the opportunity to partner in the University of Pittsburgh at Bradford College in the High School program for Chemistry and Anatomy. We also have several semester and yearlong elective courses to interest our students in specific areas of science.

## **2. Other Curriculum Areas:**

Curriculum and instruction in our building is found in a variety of special areas. Each of these non-core subjects has their own specific way of enhancing our school and the education we present to the students. Each subject will be presented to show the grades taught, how often and how they support the acquisition of essential skills.

Music naturally lends itself to across-the-curriculum learning. Students utilize multiple skills through rhythm reading, history through the variety of musical styles and composers, physics of sound by making appropriate compensations with instruments and/ or voices, health in proper using body for breathing and singing, and literature and art through class discussions. In addition, students learn valuable problem-solving skills, independent / creative thinking, and important team oriented strategies. Youngsville High School also offers two vocal music classes. The Senior Choir is a mixed chorus any interested students in grades 9-12. “Madrigals” is a smaller mixed voice ensemble for students in 10th – 12th grade. Youngsville High School also offers two instrumental ensembles during the school day, Orchestra and Concert Band.

Youngsville High School offers the following Art courses for students in grades 9-12: Art level 1, 2, 3 and 4, Crafts, Sculptures, Fibers and Ceramics. These courses develop student’s abilities in design, critical thinking, art history and technique through assignments that allow for personal interpretation, research and individual skill development. Art 1234 is a general art class that covers the concepts of 2-d design and media exploration (This course can be taken all 4 years as each year a new focus is established), to students in grades 11 and 12: Senior Advanced Art and Advance Placement. These courses allow for a deeper study of art history, cultural connections and portfolio development in a variety of media.

The Library Media program supports and strengthens each curriculum area by providing digital information, and putting standards in all curriculums areas. Students in grades 9-12 are taught integration of knowledge and ideas through diverse media. Electronic databases provide magazines, eBooks, newspapers, reference tools, bibliographic citations for integration in a variety of student classes. Students learn to create meaning from information and literary texts.

Computer 9 is a semester course that is required to be taken in order to graduate from the Warren County School District. This class enables students to work in a “hands’ on” setting. Students learn the skills necessary to become proficient in Microsoft applications involving Word documents, Excel Spreadsheets, PowerPoint presentations, Desktop publishing, and Access databases. When students reach the 9th grade they also take the required technology course, “Technology Design Systems”. In “Technology Design Systems” class, students explore the different areas of technology; Transportation, Biotechnologies, Graphic Design, Communication, Construction. Students research these areas and are given a content related, real world problem to solve and design and produce a technological device related to the specific technology area being studied.

Family and Consumer Sciences offer many electives for every student in grades 9-12. Students choose from foods, sewing, home design, consumerism, and child development classes. All the courses apply real life skills that students will need to live on their own after graduation. In the foods class we focus on the importance of nutrition and apply that in lab setting. In sewing, knowledge is gained by learning lifelong skills they will be able to pass to every generation. In consumerism and child development courses practical knowledge about being a responsible consumer and caregiver is applied to use in their lives. Even though the FCS courses are all electives almost all students take at least one course before graduation.

Physical education and health classes at Youngsville High School are designed to educate and empower the learner with the cognitive knowledge and practical skills to implement positive healthy lifestyle behaviors in his/her present and future life. Semester courses offered are PE 9-12, Lifestyle Conditioning, Outdoor

Education, First Aid, and Health 9. On line versions of the PE 9-12 and Health 9 courses are available as an alternate.

The curricula for Spanish levels one through five at Youngsville High School provide opportunities for students to engage in critical thinking tasks with practicality of real-world application. We are preparing learners to have twenty-first century problem solving skills and be able to function in a global market. Students are more aware and respectful of other cultures and languages. An array of videos, audio clips, flashcards, worksheets, guided notes, and online practice activities ensure students have access to practice both within and outside of the school setting.

### **3. Instructional Methods and Interventions:**

Through assessments and data analysis, struggling readers are identified in order to create meaningful interventions. Progress-monitoring is a tool that we utilize. Establishing obtainable and realistic goals for students and implementing an intervention plan for student success makes learning realistic and possible. Therefore, we monitor the effectiveness of our instruction. Also, we share data with students to help them track their progress toward end-of-year goals. Our expected performances for each student taking the state test are set high.

Interventions include analyzing student data, charting weekly and quarterly progress, committing to student goals, and taking ownership of educational strengths and weaknesses. Remediation occurs via Study Island and highlights rhetorical questions, surveys with exemplifiers, explication of text, case and visual studies, mnemonics, RACE strategies, KWL, graphic organizers, and academic support. These elements represent the effective actions teachers take to facilitate learning.

After selecting the learning objectives and assessments, teachers plan the various instructional activities we will use to engage student learning. As a team, we employ the best practices. Some of YHS teacher's favorite lessons include scaffold instruction for sequence of steps, explicit tasks, and personal support. Students gain skills, understand complex content, and become self-directed learners. Also, working collaboratively and interactively with students to prioritize, organize information, communicate with peers, and create timelines is quite effective. Direct and differentiated instruction, layered curriculum, pair share, collaborative learning, hands-on projects, and flip learning comprise other methods that are relied upon for educational results.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

---

### **1. Assessment Results Narrative Summary:**

In reviewing the performance trends found in Youngsville High School's data table over the course of the last five years, the following information can be gleaned: For reading/English Language Arts, the numbers of students tested over the course of the past five years have been relatively consistent. With the exception, of the 2012-13 school years, the same trend existed for Math/Algebra. The number of students tested in the Algebra Keystone Exam was significantly lower in 2012 because it is an end of course exam. The majority of the class of 2013 had taken Algebra I previously, so they did not need to take this exam.

In comparison to previous years, there was a significant drop in performance scores in both reading and math during the 2010-11 school years. The performance did improve the following year, but it wasn't until the implementation of the Keystone Exams that the achievement scores rebounded.

Under the leadership of the previous Youngsville High School principal, every teacher at YHS was part of a school-wide reading initiative. Therefore, we taught direct reading instruction and targeted intervention. The thrust was to have the "big ideas" presented to students along with the pertinent vocabulary words, which were taught before the lesson began. Students received direct instruction in quantitative and qualitative word value. Not only was fiction taught but also nonfiction. Reading comprehension is improved by utilizing Bloom's Taxonomy and Marzano's beliefs. Furthermore, cross-curricular reading, including reading maps, charts, graphic organizers, etc., was imperative.

As teachers, we analyzed data from PSSAs, CDTs, and then Study Island. Additionally, we focused on Keystone vocabulary and practiced the skills in Study Island. Interactive white-board practice made learning come alive. Full implementation of READ 180 was used to target vocabulary strategies and to scaffold abstract literary concepts. We maintained a full faculty complement. We customized group intervention based on skill deficits, taught the reading process, and student scores increased.

One of the factors that may have influenced our students' gain over the five year period was the fact that during that period the test changed in math to an exam that is more concise. Juniors had been taking the PSSA which was based on Algebra I, Algebra II and Geometry. That test switched to the Keystone Algebra I test. So the test is now based on a smaller amount of material. Since students are allowed to take the test after they have finished their Algebra I course, this means students are taking the test earlier and if they do not pass it the first time, they have a lot more chances for a remediation period and opportunity to retest. To help those students who did not pass their Keystone test, remediation groups were also started in homerooms, and class periods. Highly qualified staff was freed in each tested area for the sole purpose of individual and small group remediation based on data derived from benchmark testing. The Warren County Career students received remediation while out of the building.

At Youngsville High School some of the programs in place to close the achievement gap between "socio-economic disadvantaged" and the "all student group" and the "special education" subgroup are: tutorial homerooms, academic support, reverse inclusion, inclusion, behavior plans supported by an emotional support program, autistic support program, and a pullout special education program. Programs we provide to all of our students include the School Wide Positive Behavior Support, Remedial Math, Remedial English, and Remedial Biology, after school tutoring, and access to a highly qualified teacher before/after lunch.

Mentor Advisory homerooms were implemented. On specified days, homeroom students and their teachers create mutually agreed upon goals that are attainable and realistic. If students reach the goal they receive positive incentives. This dialogue has created opportunities to make individualized student achievement and personalization of education a reality. We are very proud of this collaborative effort between the adults and students at YHS.

Additional resources for improvement include paraprofessionals are in the identified classrooms for students to have extra adult support. Also, our Student Assistance Program provides an opportunity for any stakeholder to anonymously identify at risk students in any area of concern, and with parent permission, provide help and support to that student. Outside agencies come in and, with permission from parents and students, are able to offer assistance to our students as well.

## **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

Youngsville High School uses a variety of assessment data to analyze and improve student and school performance. The types of assessments being used include Study Island Benchmark testing and Classroom Diagnostic Tools for English Language Arts, Biology, and Algebra.

In areas where students have shown significant improvement, we have gone back to examine what steps were taken to deal with previous low-scoring years. With the incorporation of Keystone testing and the availability of Study Island Benchmark testing, we now have insight into what assessment anchors students are sufficiently prepared for and in which areas they have shown previous weakness. Based on that, we have tailored our instructional time towards concepts that the students have shown weakness. We have focused anticipatory sets, lesson structures, and methods of instructional delivery to help students toward proficiency and even advanced levels. By using the tools we have to collect data, and modifying our instruction to meet student needs, we have come closer than ever to truly individualizing learning and remediation.

Data is being used to inform parents, students and the community of students' academic achievement in a variety of ways at Youngsville High School. Since 2013, students were required to take tests for Literature, Algebra I, and Biology. Schools receive notification of the test scores and these scores are then sent to the parents. Local news provides the public and local community with the scores. These scores are also available on the district as well as state websites.

Data is also used in several other ways to inform parents, students and the community. Some of these include the merit/honor roll breakfast in which those qualifying students and parents are invited to attend. As part of the school-wide positive support behavior program student data is used to determine homeroom rewards at the end of each nine-weeks as well as student of the week. Student data is also used to determine eligibility for the National Honor Society, Awards Day criteria, eligibility for school sports, and prerequisites for school related academic competitions.

Guidance and classroom teachers also use data to inform student success/failure. These scores are then used for student and parent/teacher conferences. At Youngsville High School student data is also used to determine grade point average and class ranking. Other data based on academic testing include the PSAT, SAT, ACT, and ASVAB which determine eligibility for entrance to college and the military.

## **Part VI School Support**

---

### **1. School Climate/Culture**

The school climate at Youngsville High School is one in which the students are supported academically, socially, and emotionally. Youngsville High School strives to provide the students academically with the best learning environment offering various levels of courses including those that are applied, academic or college prep, advanced/honors, AP, and a career and technical plan of study as provided in cooperation with the district career and technical center. Socially there are a number of sports and extra-curricular programs such as Football, Basketball, Wrestling, Volleyball, Band, Choir, Spanish Club, Art Club, Mock Trial, National Honor Society, and SADD (Students Against Destructive Decisions). In addition to providing a social component many of these programs also provide an opportunity for emotional growth.

Teachers, through means of professional development, are continually updated and trained to provide themselves and the students with the best education possible via new curriculum, instructional and behavioral techniques, or trainings on cultural sensitivity and creativity. Teachers are also encouraged and provided with the opportunity to develop their own individual areas of expertise via the IU5 intermediate unit or local offerings of interest. In addition, the teachers at Youngsville High School are not only encouraged to be prepared individually but also support one another as a team. Each member of the administration, faculty, and staff has a voice as it relates to fostering a positive school climate/culture.

As the school has seen numerous transitions over the past few years with the acquisition of the district emotional support program, Youngsville High School has been afforded the opportunity to introduce the School-Wide Positive Behavior Intervention Support Program. This framework, which is in its 1st year of planning, is providing a positive climate for both staff and students. Although there is a clear positive connection between students and staff at Youngsville High School the implementation of the School-Wide Positive Behavior Support Intervention Program has been instrumental in making the school even more successful. Students and teachers are not only working together to define the most significant problem areas in the school but are then working together to problem solve and carry out solutions. While teachers are being taught new classroom management strategies and techniques students are being re-taught fundamental skills such as responsibility and respect. As a result, student and teacher connections are increasing and the environment and climate of the school is continuing on a positive course.

### **2. Engaging Families and Community**

Youngsville High School continually strives to engage families and the community. The school has found several ways to do this including the honor/merit roll breakfast, open house/spaghetti dinner, sporting events, club events, business week, an annual Science Symposium, Parent/Teacher Conferences, maintaining an active Facebook page, providing eight newsletters each year, and utilizing a Call Blast system for instant communication.

The honor/merit roll breakfast is offered 3 times a year for those qualifying students. Parents are invited to breakfast in which certifications are presented to the students. Students are continually encouraged to achieve the grades to be recognized.

Youngsville High School has open house each year; however this was the first year that it was held in conjunction with a spaghetti dinner which also included a basket raffle and musical entertainment. Some 200+ parents and community members joined the festivities and it was quite successful with student and parent participation as well as the community.

Sporting events are backed by boosters consisting of parents, family and community members and generally run several weeks to months. There is a lot of fundraising that occurs to support each of these programs and therefore requires a strong commitment by those involved.

Club events such as SADD involve numerous community members including the local fire department, police department, newspaper, emergency air flight service, local funeral service and the community. Each year a mock student accident is enacted as a reminder of the consequences of drinking and driving.

The Science Club also hosts the Science Symposium, in which many outside agencies and community members participate in the event. It also encourages students to display their designs and creations. Each year this event is very successful, engaging the students as well as the community on numerous environmental topics.

Business Week is held each year for juniors. It is an entrepreneurship program in which students and business/community members are divided into several groups. Each group is responsible for creating their own product or service over a period of one week. Presentations are held on the last day and an award is given to the group with the best product. Student and business/community engagement is very high. Many of the same businesses choose to participate each year along with new ones. The students look forward to this each year.

Dual enrollment is offered to students yearly from St. Bonaventure, Pitt-Bradford, Clarion, and Jamestown Community College. In this program qualifying students have the opportunity to earn and receive high school as well as college credits. This partnership gives students the opportunity to engage with nearby higher education institutions while they are still in high school.

While Youngsville High School is dedicated to students, parents, and the community these are just a few of the more significant activities and programs that are offered. As a part of the School-Wide Positive Behavior Intervention Program and in an ongoing effort of Youngsville High School a student participation group has been organized. It is in the process of evaluating the current activities and programs as well as developing new ones based on student input.

### **3. Professional Development**

Professional development opportunities in Warren County focus on all areas of teaching and learning. The areas of planning and preparation are focused on curriculum driven professional development. During this time, teachers, specialists, and administrators have worked diligently to intertwine Common Core elements into the planned courses and lesson planning/instruction.

Professional development on positive classroom environment is more personalized and held more at the building-level due to a large district's diverse needs. To focus on Youngsville's specific needs, professional development opportunities have focused on engaging students who live in generational poverty and providing supports and strategies for raising student achievements for that subgroup of students. Individualization of instruction to create achievable challenge has also been a distinct focus at YHS. Acceptable instructional practices vary widely throughout the building. These strategies are research-based and incorporated across the general curriculum. Also in the realm of environment, YHS has adopted School-Wide Positive Behavior Intervention Support frameworks to focus on a positive school climate that focuses on learning. This year our emphasis for professional development has been to look at how we can implement SWPBIS for the next three years at YHS. Our data supports the need for a framework that can identify areas of both strength and weakness. These areas will be supported by this framework. The goal of SWPBIS is to increase student engagement, give our community a sense of focus for our school, and ultimately this will improve student achievement.

YHS has been able to strive for excellence from our teachers and students through a variety of measures including PVASS, SAS, and Please identify these last two Acronyms School Performance Profile and Keystone testing results. Student achievement and data are the driving force behind professional development at every level. The instructional practices that we use are data-driven and dependent. In part, our professional development time is spent on instructional practices that support the weaknesses that are demonstrated on the formative, benchmark, and summative assessments given both in the classroom setting and in standardized form.

Professionalism is another area in which professional development is a focus; specifically effective communication. At YHS, we are very cognizant that parents are key stakeholders in a child's education. In addition to traditional opportunities to meet and discuss with parents, we seek other ways of providing one-way communication (newsletters, memos home, email distribution lists, notes from teachers) and two-way communication (YHS Facebook page, emails, advisory groups, School Improvement Team membership, and various committees).

#### **4. School Leadership**

The leadership philosophy of the administrative team at YHS keeps student learning at the focus. There are three of us; lead principal, assistant principal, and special education supervisor.

YHS is comprised of 2 administrators, a special education supervisor, an athletic director, 1.5 guidance counselors, a school nurse, 27 teachers, and 7 paraprofessionals in addition to our custodial, cafeteria, athletic, and transportation staff. Overall leadership is the administrator's responsibility which is shared by the Principal and Assistant Principal. Teachers provide a leadership role in their classrooms with their students, but always have a voice in mostly all aspects of student learning, instruction, and interventions. The building administration believes in distributive leadership and provides opportunities to lead for faculty and staff in multiple ways, including department head designation, School Improvement Team membership, advisory positions that contain supplemental income, income and volunteer positions that provide teachers with opportunities to lead/mentor colleagues.

YHS structure is a team approach to student success where achievement is everyone's shared responsibility. We use a variety of ways to implement our programs and share resources to achieve our ultimate goal of successful achievement. This happens inside the classroom, on the court, the field, during school sponsored activities, during musical programs, through National Honor Society, Student Council, academic and social club offerings, Mock Trial, academic competitions, band competitions, and choir.

YHS operates under that premise that all children can learn. The Warren County Board of Directors, Central Office administration, and building level administration take the responsibility of leading that charge personally and with great seriousness. It is the responsibility of building level administration to make sure the philosophy is honored while we have them during the school day. This trickles over to coaches and advisors after 3:05 p.m., but ultimate responsibility is accepted by the principals. The other stakeholders in the community include parents, grandparents, extended families, community leaders, and taxpayers. We try to share our vision with them as often as possible through newsletters, social media, activities in the school, and most importantly through the students themselves. Even more effectively and importantly, we share this vision through being present and demonstrating through word and deed that we care about the individual successes of each student in this building in terms of academic, social/emotional, behavioral, and athletic growth.

Student successes are celebrated both in and out of school. We have many students taking leadership roles through sports, activities, academics, and tutoring opportunities. We have begun to plan for the implementation of School Wide Positive Behavior Intervention Support. This framework has encouraged teachers, staff, parents, and students to take on a leadership role through planning the overall philosophy of this initiative.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>PSSA Years 2010-2012, Keystone Exam Years 2013-2014</u>
<b>All Students Tested/Grade:</b> <u>11</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Data Recognition Corporation</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	Mar	Mar	Apr
<b>SCHOOL SCORES*</b>					
Satisfactory academic performance and above	79	75	61	48	71
Superior academic performance	17	23	26	17	32
Number of students tested	78	26	81	85	90
Percent of total students tested	100	100	100	98	97
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	9	4	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory academic performance and above	30	32	58	31	59
Superior academic performance	0	0	33	8	14
Number of students tested	23	22	38	36	34
<b>2. Students receiving Special Education</b>					
Satisfactory academic performance and above	12	0	13	23	44
Superior academic performance	1	0	7	0	13
Number of students tested	17	3	17	18	20
<b>3. English Language Learner Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Satisfactory academic performance and above					
Superior academic performance					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>5. African- American Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>6. Asian Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>9. White Students</b>					
Satisfactory academic performance and above	77	0	62	47	71
Superior academic performance	16	0	26	17	33
Number of students tested	76	25	79	83	78
<b>10. Two or More Races identified Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>11. Other 1: Disadvantaged Students + Students receiving Special Education</b>					
Satisfactory academic performance and above	25	0	17	13	44
Superior academic performance	0	0	17	0	0
Number of students tested	4	5	7	10	12
<b>12. Other 2: Other 2</b>					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					

**NOTES:** The data from 2009-2010 is based on 11th grade math PSSAs. In the spring of 2011, the state rolled out end of course exams for Algebra I, called the Keystone Exams. Any student enrolled in an Algebra I course were required to take the exam, however they were not going to count toward adequate yearly progress nor graduation. Due to monetary issues in the state, the Keystone exams were not given in 2012. Unlike the PSSAs, the keystones were designed to assess proficiency in Algebra I. The PSSA exams measured not only algebraic concepts, but also measurement, geometry, data analysis and probability.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>PSSA Years 2010-2012, Keystone Exam Years 2013-2014</u>
<b>All Students Tested/Grade:</b> <u>11</u>	<b>Edition/Publication Year:</b> <u>2010</u>
<b>Publisher:</b> <u>Data Recognition Corporation</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	Mar	Mar	Apr
<b>SCHOOL SCORES*</b>					
Satisfactory academic performance and above	86	77	60	53	69
Superior academic performance	3	8	21	19	33
Number of students tested	83	71	79	86	78
Percent of total students tested	100	100	92	93	79
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	2	8	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory academic performance and above	33	50	56	44	61
Superior academic performance	0	0	19	28	10
Number of students tested	27	20	36	25	31
<b>2. Students receiving Special Education</b>					
Satisfactory academic performance and above	11	9	27	7	53
Superior academic performance	0	0	7	7	16
Number of students tested	18	12	15	14	19
<b>3. English Language Learner Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>5. African- American Students</b>					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>6. Asian Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>9. White Students</b>					
Satisfactory academic performance and above	31	65	61	53	71
Superior academic performance	0	7	21	19	33
Number of students tested	51	64	76	78	75
<b>10. Two or More Races identified Students</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
<b>11. Other 1: Disadvantaged Students + Students receiving Special Education</b>					
Satisfactory academic performance and above	0	14	33	14	55
Superior academic performance	0	0	17	14	0
Number of students tested	6	7	6	7	11
<b>12. Other 2: Other 2</b>					
Satisfactory academic performance and above					
Superior academic performance					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>13. Other 3: Other 3</b>					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					

**NOTES:** The 2009-2010 data is based on 11th grade Reading PSSAs. In the spring of 2011, the state rolled out end of course exams for Literature, called the Keystone Exams. It was up to the discretion of the LEA to determine which English course aligned to the Literature Keystone Exam. In Warren County it was determined, students would take this end of course exam at the completion of English 10. Any student enrolled in an English 10 course were required to take the exam, however they were not going to count toward adequate yearly progress nor graduation. Due to monetary issues in the state, the Keystone exams were not given in 2012. The keystones were designed to assess proficiency in Literature. The PSSA exams measured comprehension and reading skills, interpretation and analysis of fiction and non fiction text. In 2012-13, and 2013-14 students were administered the Keystone Literature Exam. Results above represent 11th grade data on the Keystone Exams for that school year.